DOCUMENT RESUME

ED 271 345 SO 017 233

TITLE Global Visions: A Global Exploration of Cultures by Region for the Intermediate Grades Using a Multi-Disciplinary Approach. Office for Equity Education's Multicultural Education Resource Series.

INSTITUTION Washington Office of the State Superintendent of Public Instruction, Olympia. Office for Equity Education.

PUB DATE Oct 85

NOTE 46p.

PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Art Activities; *Cultural Interrelationships; *Culture; *Environment; *Geographic Concepts; *Global Approach; Instructional Materials; Interdisciplinary Approach; Intermediate Grades; Interpersonal Competence; Language Arts; Learning Activities; Lesson Plans; Problem Solving; Social Studies

ABSTRACT

This 10-lesson unit blends social studies skills, concepts, and attitudes with language arts, art, and interpersonal relations in a 2-week study of cultures. Using a global perspective, students learn about four geographic regions of the earth (polar, temperate, tropical, desert), adaptation and change in the environment, different aspects of culture, and how natural resources and culture influence interdependence, standard of living, and utilization of technology. Children create imaginary countries and creatures capable of living in each particular environment. Group discussion regarding categories of data for each country (name, language, education, food, natural resources, population, climate, form of government, chief products, interdependence, transportation, national anthem) teach decision-making skills. Students also learn to organize data, paraphase, formulate paragraphs, and practice problem-solving techniques as they evaluate their "worlds." A vocabulary list and additional activities are followed by an extensive appendix of sample lesson materials, listings of consulates in the Seattle, Washington area, geographic definitions, pen pal and pairing addresses, and an ethnic calendar. (CBC)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

WARREN H. BURTON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

State of Washington

Superintendent of Public Instruction

DR. FRANK B. BROUILLET
Superintendent

MONA H. BAILEY
Assistant Superintendent
Division of Instructional
Programs and Services

WARREN H. BURTON
Director
Office for Multicultural
and Equity Education

March, 1983
Reprinted, June 1985
Reprinted, October 1985

SPI

DR. FRANK B. BROUILLET

Superintendent of Public Instruction

## A NOTE TO THE READER

Often the intermediate grades are neglected as we focus our attention on the secondary school, especially the senior high school.

This instructional unit developed by Tarry L. Lindquist, a teacher at Mercer Island High School is a very welcome addition to teacher-prepared instructional materials in global/international education.

Warren H. Burton, Director
Office for Multicultural
and Equity Education



Old Capitol Building, FG-11, Olympia, Washington 98504

TABLE OF CONTENTS


| CONTENTS | PAGE |
|---|---|
| OVERALL OUTCOMES | 1 |
| LESSON 1 | 3 |
| LESSON 2 | 4 |
| LESSON 3 | 5 |
| LESSON 4 | 6 |
| LESSON 5 | 7 |
| LESSON 6 | 9 |
| LESSON 7 | 10 |
| LESSON 8 AND 9 | 11 |
| LESSON 9 AND 10 | 12 |
| VOCABULARY | 13 |
| ADDITIONAL ACTIVITIES AND INFUSION TECHNIQUES | 14 |
| REFERENCES AND RESOURCES | 18 |
| APPENDIX | |
| REGION LOCATION | 19 |
| COUNTRIES BY REGION | 20 |
| GENERAL DATA CHART | 21 |
| CULTURAL DATA CHART | 22 |
| ECONOMIC DATA CHART | 23 |
| WRITING A PARAGRAPH | 24 |
| HOW TO CREATE CREATURES | 25 |
| PARAPHRASING | 26 |
| FACSIMILE OF GROUP CHART | 27 |
| FACSIMILE OF WORLD LAYOUT | 28 |
| CONSULATES IN SEATTLE | 29 |
| PENPALS AND PAIRING | 33 |
| ETHNIC CALENDAR | 34 |

## OVERALL OUTCOMES

THIS UNIT BLENDS SOCIAL STUDIES SKILLS, CONCEPTS AND ATTITUDES WITH LANGUAGE ARTS, ART, AND INTERPERSONAL RELATIONS IN A TWO WEEK STUDY OF CULTURES THROUGH A GLOBAL PERSPECTIVE. IT IS ADVANTAGEOUS IF THE TEACHER CAN SCHEDULE A BLOCK OF TIME, IDEALLY ONE HOUR PER DAY FOR THE TWO WEEKS. THE COMBINATION OF THE SEVERAL DISCIPLINES FACILITATES FINDING THE SPACE OF TIME NEEDED AS THE TEACHER NEED NOT TEACH EACH SUBJECT SEPARATELY.

THE OVERALL OUTCOMES FOR SOCIAL STUDIES ARE:

1. THE CHILDREN WILL OBSERVE THE EARTH CAN BE DIVIDED INTO REGIONS WHICH SHARE SIMILARITIES OF CLIMATE, LANDFORM OR VEGETATION.

2. THE CHILDREN WILL DISCUSS HOW PEOPLE CAN ADAPT OR CHANGE ENVIRONMENTS.

3. THE CHILDREN WILL PROVE PEOPLE LIVE IN ALL THE EARTH'S REGIONS.

4. THE CHILDREN WILL RESEARCH, WRITE AND TELL ABOUT MANY DIFFERENT CULTURES IN THE WORLD.

5. THE CHILDREN WILL LIST NATURAL RESOURCES PEOPLE USE.

6. THE CHILDREN WILL TELL HOW PEOPLE CAN MAKE DIFFERENT CHOICES REGARDING THEIR ENVIRONMENT WHICH INFLUENCES THEIR CULTURE AND ECONOMY.

7. THE CHILDREN WILL DISCOVER HOW NATURAL RESOURCES AND CULTURE INFLUENCE 1)INTERDEPENDENCE AMONG NATIONS, 2) STANDARD OF LIVING WITHIN THE COUNTRY, AND 3)THE UTILIZATION OF TECHNOLOGY.

8. THE CHILDREN WILL DEMONSTRATE COUNTRIES CAN BE CLASSIFIED BY REGIONS AND CERTAIN GENERALIZATIONS CAN BE MADE.

9. THE CHILDREN WILL RESEARCH SPECIFIC FACTS AND INFORMATION REGARDING AT LEAST ONE COUNTRY OF THE WORLD.

10. THE CHILDREN WILL PARTICIPATE IN DEVELOPING A MODEL COUNTRY WITHIN ONE OF THE FOUR REGIONS OF THE WORLD.

THE OVERALL OUTCOMES FOR LANGUAGE ARTS ARE:

1. THE CHILDREN WILL PRACTICE READING RESOURCE BOOKS AND ENCYCLOPEDIAS TO FIND SPECIFIC DATA.

2. THE CHILDREN WILL ORGANIZE DATA.

3. THE CHILDREN WILL WRITE PARAGRAPHS WITH A TOPIC SENTENCE, SUPPORTING SENTENCES, DETAILS AND A CONCLUSION.

4. THE CHILDREN WILL SHARE THEIR FACTS AND INFORMATION THROUGH ORAL READING AND DISCUSSION.

5. THE CHILDREN WILL MAKE CHARTS TO ORGANIZE INFORMATION EFFICIENTLY.

6. ***OPTIONAL: THE CHILDREN WILL WRITE BUSINESS LETTERS.

THE OVERALL OUTCOMES FOR ART ARE:

1. THE CHILDREN WILL USE THEIR IMAGINATION TO GENERALIZE FROM SPECIFIC DATA WITH ART AS THE MEDIUM TO EXPRESS THESE GENERALIZATIONS.

2. THE CHILDREN WILL CREATE IMAGINARY COUNTRIES OUT OF FOUND OBJECTS AND ORDINARY ART SUPPLIES.

3. THE CHILDREN WILL PARTICIPATE IN A COOPERATIVE ART PROJECT.

THE OVERALL OUTCOMES FOR INTERPERSONAL RELATIONS ARE:

1. THE CHILDREN WILL EXPERIENCE WHAT "MISUNDERSTANDING IS A NATURAL STATE OF AFFAIRS" MEANS.

2. THE CHILDREN WILL DISCOVER THE LARGER THE GROUP, THE MORE LIKELY IT IS THAT MISUNDERSTANDING WILL OCCUR.

3. THE CHILDREN WILL OBSERVE THAT AGREEMENT ON HOW TO MAKE DECISIONS MAKES GROUPS FUNCTION MORE SMOOTHLY.

4. THE CHILDREN WILL DEMONSTRATE THAT THERE IS MORE THAN ONE WAY TO SOLVE A PROBLEM.

LESSON 1

OBJECTIVE:

1. THE STUDENTS WILL BE ABLE TO IDENTIFY FOUR GENERAL GEOGRAPHIC REGONS OF THE WORLD, RECOGNIZING THE DIVISIONS SHARE SIMILARITIES IN CLIMATE, LANDFORM AND/OR VEGETATION.
2. THE STUDENTS WILL BE ABLE TO LIST AT LEAST 2 COUNTRIES WHICH ARE LOCATED IN EACH OF THE FOUR REGIONS.
3. THE STUDENTS WILL BE ABLE TO IDENTIFY WHAT DATA IS.
4. THE STUDENTS WILL USE NON-FICTION RESOURCES TO LIST DATA ABOUT A SPECIFIC COUNTRY.

MATERIAL:

ENCYCLOPEDIAS
LIBRARY ACCESS
DATA ORGANIZATIONAL CHARTS*
WORLD MAP

PROCEDURE:

1. WRITE FOUR GENERAL REGIONS ON BOARD (POLAR, TEMPERATE, TROPICAL AND DESERT.)

2. DISPLAY WORLD MAP. ASK STUDENTS TO INDICATE WHERE THEY THINK EACH AREA WOULD BE. WHY?

3. LOCATE EACH AREA SPECIFICALLY*

4. TELL STUDENTS THEY ARE TO EACH CHOOSE A COUNTRY WITHIN ONE OF THE FOUR REGIONS TO COLLECT DATA ON AND SHARE WITH OTHERS IN THE CLASS.

5. GIVE EXAMPLES OF DATA.

6. DISCUSS RESEARCH TECHNIQUES FOCUSING ON COLLECTING DATA AND RELIABLE RESOURCES.

7. PASS OUT LISTS OF COUNTRIES BY REGION OR USE OVERHEAD.*

8. ASK CHILDREN TO EACH SELECT A COUNTRY. EACH SHOULD BE DIFFERENT. (MAKE AN EFFORT TO HAVE AT LEAST FOUR COUNTRIES IN EACH REGION REPRESENTED. IT IS IMPORTANT THAT ALL FOUR REGIONS BE REPRESENTED.)

9. PASS OUT DATA CHARTS*

10. GIVE TIME TO GO TO LIBRARY OR USE SEVERAL CLASSROOM SETS OF ENCYCLOPEDIA. (DATA CHARTS ARE SET UP TO CORRESPOND WITH INFORMATION PROVIDED BY THE WORLD BOOK ENCYCLOPEDIA.)

*RESOURCE IN APPENDIX

LESSON 2

OBJECTIVE:

1. THE STUDENTS WILL ORGANIZE DATA ABOUT A COUNTRY IN ONE OF THE FOUR REGIONS OF THE WORLD.
2. THE STUDENTS WILL DISCUSS THE VALUE OF DATA.
3. THE STUDENTS WILL SHARE THEIR RESEARCH.
4. THE STUDENTS WILL REVIEW PARAGRAPH WRITING TECHNIQUES.
5. THE STUDENTS WILL WRITE A PARAGRAPH USING THE CULTURAL DATA THEY COLLECTED ABOUT THEIR CHOSEN COUNTRY.

MATERIALS:

STUDENT'S INDIVIDUAL DATA CHARTS, COMPLETED

PROCEDURE:

1. ASSIGN CHILDREN TO GROUPS OF 3 OR 4 STUDENTS AND HAVE THEM SHARE THE DATA THEY COLLECTED.

2. PULL GROUP BACK TOGETHER AND DISCUSS THE VALUE OF DATA.

3. REVIEW PARAGRAPH WRITING*

4. ASSIGN THE STUDENTS TO WRITE ONE PARAGRAPH ABOUT THEIR CHOSEN COUNTRY USING ONLY THE DATA FROM THE CULTURE CHART. (TEACHERS WHO HAVE THE TIME MAY WANT TO ASSIGN STUDENTS THREE WRITTEN PARAGRAPHS, EACH USING THE DATA COLLECTED ON EACH OF THE THREE DATA CHARTS. WHEN AN INTRODUCTORY PARAGRAPH AND CONCLUSION ARE ADDED, A VERY COMPREHENSIVE RESEARCH PAPER HAS BEEN COMPLETED.)

*RESOURCE IN APPENDIX

LESSON 3

OBJECTIVE:

1. STUDENTS WILL LISTEN TO CULTURAL DATA ABOUT SEVERAL COUNTRIES IN THE WORLD.
2. STUDENTS WILL ORALLY READ A PARAGRAPH THEY EACH HAVE WRITTEN TO THEIR CLASSMATES.
3. STUDENTS WILL CLASSIFY EACH COUNTRY INTO ONE OF THE FOUR REGIONS OF THE WORLD.

MATERIALS:

INDIVIDUAL STUDENT CULTURAL PARAGRAPHS
BLANK PIECE OF PAPER FOR EACH STUDENT

PROCEDURE:

1. EACH CHILD WILL READ HIS/HER CULTURAL PARAGRAPH ALOUD TO THE CLASS.

2. STUDENTS LISTENING WILL FOLD THEIR BLANK PIECE OF PAPER INTO FOURTHS. ONE FOURTH WILL BE TITLED "POLAR," ANOTHER "TEMPERATE," ANOTHER "TROPICAL," AND THE LAST, "DESERT." AFTER EACH PARAGRAPH IS READ, STUDENTS WILL CLASSIFY THE COUNTRY IN ONE OF THE FOUR REGIONS.

3. AFTER ALL THE CHILDREN HAVE READ THEIR PARAGRAPHS, THE CLASS WILL DISCUSS THE CLASSIFICATIONS. THE TEACHER SHOULD MAKE SURE THAT EACH COUNTRY ENDS UP IN THE CORRECT REGION. DISCUSSION SHOULD FOCUS ON SIMILARITIES WITHIN REGIONS, DIFFERENCES BETWEEN REGIONS AND WHY THESE MIGHT EXIST.

LESSON 4

OBJECTIVE:

1. THE STUDENTS WILL DEMONSTRATE THEY COMPREHEND THE GENERAL QUALITIES OF LIFE WITHIN A REGION BY CREATING CREATURES THAT COULD LIVE IN THAT ENVIRONMENT.
2. THE STUDENTS WILL USE FOUND OBJECTS AND ART SUPPLIES TO CREATE CREATURES.

MATERIALS:

WALNUTS OR ANY APPROPRIATE SUBSTITUTE
TEMPERA PAINT
PAINT BRUSHES
MARBLES (OPTIONAL)
NUTCRACKERS OR A HAMMER
GLUE
SCRAPS OF FABRIC, FELT, YARN, BEADS, BUTTONS, ETC.

PROCEDURE:

1. DEMONSTRATE HOW TO MAKE A CREATURE* (TEACHER MAY WANT TO ALLOW THE CHILDREN TO USE MARBLES TO MAKE THE CREATURE MOBILE.)

2. CRACK WALNUTS.

3. CREATE CREATURES.* (ENCOURAGE STUDENTS TO THINK ABOUT THEIR REGION AND TO CREATE CREATURES THAT COULD LIVE AND WORK IN THEIR REGION. CAUTION: THESE CREATURES SHOULD NOT BE THOUGHT OF AS ANIMALS, RATHER AS ALIENS FROM OUTER SPACE COMING TO LIVE IN A REGION OF OUR WORLD AND CREATING A NEW CULTURE. THIS WILL HELP SET THE STAGE FOR THE NEXT ACTIVITY.)

4. CHILDREN WHO FINISH MAY WANT TO CREATE FAMILIES OR FRIENDS. LIMITING STUDENTS TO FOUR CREATURES EACH HELPS KEEP QUALITY UP.

5. ENCOURAGE STUDENTS TO CREATE DWELLINGS FOR THEIR CREATURES. SCHOOL LUNCH MILK CARTONS PAINTED WITH THICK TEMPERA PAINT WORKS WELL. THIS CAN BE ENRICHMENT OUT OF CLASS OR DURING THE DAY FOR THOSE STUDENTS WHO ARE INTERESTED. SOME STUDENTS WILL DECORATE THE INSIDE OF THE DWELLINGS WITH FURNITURE, CURTAINS, ETC. REMIND THEM TO KEEP THE DWELLINGS APPROPRIATE TO THE REGION.

HAVE CHILDREN INTRODUCE THEIR CREATURE TO THE CLASS, SHARING ITS SPECIAL ADAPTATIONS.

*RESOURCE IN APPENDIX

LESSON 5

OBJECTIVE:

1. THE STUDENTS WILL CREATE A COUNTRY THAT COULD BE FOUND IN ONE THE FOUR REGIONS OF THE WORLD.
2. THE STUDENTS WILL PARTICIPATE IN PROBLEM SOLVING WITHIN A SMALL GROUP.
3. THE STUDENTS WILL EVALUATE VARIOUS PROBLEM SOLVING TECHNIQUES.

MATERIALS:

ONE SET OF BLANK ORGANIZATIONAL DATA CHARTS FOR EACH GROUP

PROCEDURE:

1. DIVIDE STUDENTS BY REGION.

2. GIVE EACH GROUP A SET OF BLANK DATA CHARTS.* (THIS WORKS BEST IF YOU HAVE 4 TO 6 STUDENTS IN A GROUP, MORE THAN 6 LESSENS THE AMOUNT OF INDIVIDUAL STUDENT PARTICIPATION.)

3. TELL STUDENTS THEY ARE TO PRETEND THEY HAVE JUST LANDED IN A NEW WORLD. THEY WILL NOTICE THAT IT IS VERY MUCH LIKE OUR EARTH, ESPECIALLY THAT THERE ARE FOUR GEOGRAPHIC REGIONS. EACH GROUP IS TO CREATE A COUNTRY THAT WOULD BE FOUND IN THE REGION TO WHICH THEY ARE ASSIGNED. THE GROUP IS TO FILL IN THE DATA CHARTS FOR THIS NEW COUNTRY. THE CREATURES THEY HAVE CREATED WILL LIVE IN THIS COUNTRY.

THE TEACHER WILL FIND THIS IS A VERY NOISY AND FRUSTRATING EXERCISE FOR THE CHILDREN. THE DYNAMICS OF THE GROUPS WILL DIFFER AND THE DECISION-MAKING PROCESS WILL VARY. MANY GROUPS WILL COME TO THE TEACHER FOR ARBITRATION. THE TEACHER MUST RESIST GIVING ANY SOLUTIONS OR SETTING ANY GUIDELINES. IF THE GROUPS GET TOO OUT OF HAND OR TOO FRUSTRATED THEN THE TEACHER SHOULD PULL THE CLASS BACK TOGETHER FOR THE NEXT STEP.

IF POSSIBLE, THIS LESSON IS BEST DONE IN TWO SHORT SESSIONS, RATHER THAN ONE LONG BLOCK. THE BREAK HELPS THE CHILDREN COPE WITH THE FRUSTRATIONS OF PROBLEM SOLVING BETTER.

4. DISCUSS THE PROCESS WITH WHICH DECISIONS WERE MADE IN EACH GROUP. ASK WHAT WERE THE FEELINGS ABOUT THE DECISIONS. WHAT KINDS OF THINGS HAPPENED WHEN DECISIONS WERE UNACCEPTABLE TO EVERY GROUP MEMBER? DOES EVERYONE HAVE TO AGREE IN A GROUP?

(SOME STYLES OF GROUP PROBLEM SOLVING INCLUDE RULE BY THE MINORITY, RULE BY THE MAJORITY AND GROUP CONSENSUS.)

5. THE TEACHER SHOULD WRITE ON THE BOARD THIS STATMENT, "MISUNDERSTANDING IS A NATURAL STATE OF AFFAIRS." ELICIT STUDENT RESPONSE AS TO WHAT THAT STATEMENT MIGHT MEAN. WERE THERE ANY EXAMPLES WITHIN THEIR GROUPS?

   THE TEACHER SHOULD ASSIST THE CHILDREN IN OBSERVING THAT DECISIONS ARE NOT ALWAYS EASY OR REACHED IN UNANIMOUS AGREEMENT. QUESTIONS SUCH AS:

HOW MANY OF YOU HAVE OFTEN WONDERED WHY ADULTS LIKE THE PRESIDENT OF THE UNITED STATES AND THE PREMIER OF THE USSR CAN'T AGREE? CAN YOU THINK OF A REASON NOW?

WHAT ARE SOME REASONS ADULTS HAVE DIFFICULITIES IN SOLVING PROBLEMS?

WHAT ARE SOME REASONS CHILDREN HAVE DIFFICULTIES IN SOLVING PROBLEMS?

IF THERE IS MORE THAN ONE CULTURE INVOLVED IN PROBLEM SOLVING, DO YOU THINK MISUNDERSTANDINGS MIGHT OCCUR? WHY?

6. INTRODUCE THE WORD "PARAPHRASE."TELL THE CHILDREN THAT PARAPHRASING IS ONE METHOD PEOPLE USE TO HELP MINIMIZE MISUNDERSTANDINGS. GIVE SOME EXAMPLES.* HAVE THE CHILDREN GIVE EXAMPLES OF HOW THEY COULD HAVE USED PARAPHRASING IN THEIR GROUPS TO MINIMIZE MISUNDERSTANDINGS THAT OCCURRED.

7. EACH GROUP SHOULD SHARE ITS DATA WITH THE CLASS.

*RESOURCE IN APPENDIX

LESSON 6

OBJECTIVE:

1. THE STUDENTS WILL MAKE A CHART WITH PERTINENT DATA REGARDING THEIR NEWLY CREATED COUNTRY.
2. THE STUDENTS WILL PARTICIPATE IN DECISION-MAKING WITHIN SMALL GROUPS.

MATERIALS:

LARGE CHART PAPER, ONE FOR EACH GROUP
MARKERS, ONE FOR EACH GROUP
GROUP DATA CHARTS FROM PREVIOUS LESSON

PROCEDURE:

1. WRITE THE FOLLOWING CATEGORIES ON THE BOARD:
   - NAME
   - LANGUAGE
   - EDUCATION
   - FOOD
   - NATURAL RESOURCES
   - POPULATION
   - CLIMATE
   - FORM OF GOVERNMENT
   - CHIEF PRODUCTS
   - INTERDEPENDENCE (IMPORTS, EXPORTS)
   - TECHNOLOGY
   - TRANSPORTATION
   - NATIONAL ANTHEM
2. TELL THE CHILDREN THAT THEY ARE TO PUT EACH OF THESE CATEGORIES ON THEIR CHART PAPER AND THEN FILL IN EACH CATEGORY WITH INFORMATION ABOUT THEIR NEWLY CREATED COUNTRY. (SEE FACSIMILE OF COMPLETED CHART.*)
3. STUDENTS MEET IN SMALL GROUPS TO COMPLETE CHARTS ABOUT THEIR NEW COUNTRY. ENCOURAGE THEM TO WRITE NEATLY AND LARGE ENOUGH TO BE EASILY READ FROM A DISTANCE.
4. HANG CHARTS ON WALL WHEN COMPLETED. IF TIME, ONE PERSON FROM EACH GROUP COULD SHARE THE INFORMATION WITH THE WHOLE CLASS.

*RESOURCE IN APPENDIX

LESSONS 7 AND 8

OBJECTIVE:

1. THE STUDENTS WILL COOPERATIVELY SET UP A COUNTRY IN A MAKE-BELIEVE WORLD.
2. THE STUDENTS WILL INDICATE GEOGRAPHIC FEATURES OF THEIR COUNTRY WITH PAINT, MARKERS AND CONSTRUCTION PAPER.
3. THE STUDENTS WILL COOPERATIVELY PLACE THEIR DWELLINGS AND CREATURES WITHIN THE COUNTRY TO REFLECT THE DATA THEY HAVE CREATED REGARDING THAT COUNTRY.
4. THE STUDENTS WILL APPRECIATE THE PROBLEMS REAL COUNTRIES HAVE TO SOLVE.
5. THE STUDENTS WILL PRACTICE PROBLEM-SOLVING.

MATERIALS:

LARGE SHEETS OF BUTCHER PAPER
MARKERS
PAINT AND BRUSHES
CONSTRUCTION PAPER
STUDENTS' CREATURES AND DWELLINGS
LARGE TABLES OR CLEARED FLOOR SPACE
TEMPERA PAINT

PROCEDURE:

1. PUSH SEVERAL TABLES TOGETHER OR CLEAR ANY AREA OF FLOOR THAT CAN BE USED FOR AT LEAST FOUR DAYS WITHOUT HAVING TO BE MOVED. (AN AREA APPROXIMATELY 20' X 20' IS IDEAL.) THE TABLES DO NOT HAVE TO BE THE SAME HEIGHT. DIFFERENT HEIGHTS CREATE AN ILLUSION OF ALTITUDE FOR YOUR "WORLD." NEITHER DOES THE ARRANGEMENT HAVE TO BE SQUARE, AN IRREGULAR SHAPE IS MORE REALISTIC TO OUR CONTINENTS AND COUNTRIES.

2. COVER THE ENTIRE AREA WITH BUTCHER PAPER. DIVIDE WORLD INTO REGIONS.*

3. ARBITRARILY ASSIGN GROUPS TO A SECTION OF THE "WORLD" BY DRAWING IRREGULAR SHAPES ON THE PAPER. SOME COUNTRIES SHOULD BE FEW CREATURES, LOTS OF SPACE. OTHERS SHOULD BE SMALL IN AREA BUT WITH MANY PEOPLE. THIS INVOLVES THE STUDENTS WITH REAL PROBLEMS OF TODAY IN TERMS OF POPULATION AND LAND USE.

4. ENCOURAGE STUDENTS TO PUT IN GEOGRAPHIC FEATURES SUCH AS LAKES, MOUNTAINS, VALLEYS, WHERE APPROPRIATE. THEY SHOULD ALSO DEAL WITH THE MAN-MADE CHANGES SUCH AS ROADS AND AIRPORTS. STUDENTS NEED TO DECIDE IF THEIR CREATURES WILL LIVE CLOSE TOGETHER OR IF THEY WILL EACH HAVE A LARGE PIECE OF PROPERTY. THEY SHOULD USE THE FORM OF GOVERNMENT THEY CHOSE FOR THEIR COUNTRY TO MAKE THESE AND OTHER DECISIONS.

5. STUDENTS SHOULD CREATE THEIR COUNTRY, WORKING COOPERATIVELY. THEY NEED TO RESPECT OTHER COUNTRIES' BORDERS. THEY SHOULD CONSIDER THEIR NATURAL RESOURCES, IMPORTS, EXPORTS AND TECHNOLOGY AS THEY CREATE THEIR COUNTRY.

6. THIS IS A GOOD TWO DAY LESSON PLAN AS IT TAKES AT LEAST 2 HOURS OF STUDENT WORK TO COMPLETE. MANY STUDENTS WILL WANT TO CREATE THREE DIMENSIONAL ITEMS FOR THEIR COUNTRIES. SOME WILL WANT TO WORK ON IT DURING THEIR SPARE TIME OR BRING OBJECTS THEY HAVE FROM HOME. DISCOURAGE PLASTIC OR PURCHASED ITEMS. ENCOURAGE CHILDREN TO CREATE ALL THE THINGS THEY WANT FROM FOUND MATERIALS OR SCHOOL SUPPLIES.

*RESOURCE IN APPENDIX

LESSONS 9 AND 10

OBJECTIVE:

1. THE STUDENTS WILL EVALUATE THEIR "WORLD" ORALLY DISCUSSING QUESTIONS RELATED TO GEOGRAPHY, CULTURE, ECONOMICS, GENERAL INFORMATION, DECISON-MAKING AND FEELINGS.
2. THE STUDENTS WILL LIST PROBLEMS SHARED BY THEIR WORLD AND THE REAL WORLD TODAY.
3. THE STUDENTS WILL DETERMINE WHAT WAS THE EASIEST TASK IN THIS ACTIVITY AND WHAT WAS THE MOST DIFFICULT.
4. THE STUDENTS WILL WRITE AN EXTEMPORANEOUS PARAGRAPH ABOUT A REGION DIFFERENT FROM THE ONE ON WHICH THEY WORKED.
5. THE STUDENTS WILL ACT AS TOUR GUIDES, TAKING A CHILD FROM ANOTHER CLASS ON A TOUR OF THEIR "WORLD."

MATERIALS:

NOTE PAPER

PROCEDURE:

1. BEGIN THE PERIOD WITH A DISCUSSION OF THE WORLD THE CHILDREN CREATED. "HOW DO YOU FEEL ABOUT THE WORLD YOU CREATED?" "WHAT DO YOU LIKE ABOUT IT?" "WHAT WOULD YOU CHANGE?" "ARE THE COUNTRIES YOU CREATED ACCURATELY RECREATED ACCORDING TO WHAT WE HAVE LEARNED ABOUT THE REGIONS OF THE WORLD? GIVE EXAMPLES."

2. LIST THE COMMON PROBLEMS THE STUDENTS HAD IN THEIR WORLD AND THE REAL WORLD TODAY. (OVER-POPULATION, GREED, DISREGARD FOR OTHER'S NEEDS,POLLUTION, ETC.)
3. DETERMINE WITH THE STUDENTS WHAT WAS THE EASIEST TASK IN THE ACTIVITY. (PROBABLY WILL GET AGREEMENT ON ONE OR TWO ACTIVITIES THAT INDIVIDUAL STUDENTS DID ALONE.)
4. DETERMINE WITH THE STUDENTS WHAT WAS THE MOST DIFFICULT TASK IN THE ACTIVITY. (PROBABLY WILL GET AGREEMENT ON GROUP ACTIVITIES WHEN DECISIONS HAD TO BE MADE.) DISCUSS THE IMPLICATIONS OF THIS DETERMINATION IN TERMS OF WORLD LEADERS TODAY.
5. WRITE THE FOLLOWING TOPIC SENTENCE ON THE BOARD, "IF I LIVED IN THE _____ REGION, MY LIFE WOULD BE DIFFERENT IN AT LEAST THREE WAYS." TELL STUDENTS THEY MUST WRITE A PARAGRAPH THAT DICUSSES AT LEAST THREE FACTS OF THEIR LIFE (SUCH AS FOOD, SHELTER, AND FUTURE) AS WELL AS TWO DETAILS TO EXPLAIN EACH FACT.

6. INVITE ANOTHER CLASS IN TO SEE THE "WORLD" AND TO LEARN FROM YOUR STUDENTS. IT WORKS VERY WELL TO INVITE KINDERGARTEN OR FIRST GRADERS AND TO PAIR EACH UP WITH ONE OF YOUR STUDENTS FOR A PERSONAL GUIDED TOUR. ALLOW ABOUT 15 MINUTES FOR THIS ACTIVITY. (THE MODEL WORLD IS A TERRIFIC BACK TO SCHOOL NIGHT OR OPEN HOUSE EXHIBIT.)

## VOCABULARY LIST

REGION

TEMPERATE

POLAR

ECONOMY

DIFFERENCE

CLIMATE

IMPORTS

GEOGRAPHY

NATURAL RESOURCES

ENVIRONMENT

STANDARD OF LIVING

ARCTIC

TROPICAL

CULTURE

SIMILARITIES

TECHNOLOGY

INTERDEPENDENCE

EXPORTS

LANDFORMS

POPULATION

VEGETATION

## ADDITIONAL ACTIVITIES AND INFUSION TECHNIQUES

1. USING LANGUAGE ARTS SKILLS, HAVE THE CHILDREN WRITE BUSINESS LETTERS TO THE CONSULATE OF THE COUNTRY THEY HAVE CHOSEN REQUESTING INFORMATION. SEATTLE AREA CONSULATES ARE INCLUDED IN THE APPENDIX. (ADDITIONAL ADDRESSES ARE AVAILABLE THROUGH THE SEATTLE PUBLIC LIBRARY QUICK INFORMATION SERVICE.) PAST EXPERIENCE SHOWS ABOUT AN 85% RETURN RATE ON REQUESTS.

2. HAVE THE CHILDREN WRITE ADDITIONAL PARAGRAPHS, USING THE INFORMATION COLLECTED ON THE GENERAL AND ECONOMIC CHARTS. BY ADDING AN INTRODUCTORY PARAGRAPH AND A CONCLUSION, THE CHILDREN CAN PRODUCE GOOD QUALITY FIVE PARAGRAPH ESSAYS ON THEIR COUNTRY.

3. MEMORIZE THE COUNTRIES AND THEIR CAPITALS. THIS IS FACILITATED BY ASSIGNING 5 A DAY UNTIL ALL ARE MASTERED. MATCHING GAMES, COUNTRY BINGO, SCRAMBLED CAPITALS ARE SOME EXAMPLES OF GAMES WHICH CAN ADD ZEST TO MEMORIZING.

4. IDENTIFY THIRD WORLD COUNTRIES. LIST SIMILARITIES IN REGIONAL CHARACTERISTICS, ECONOMICS AND CULTURE. (BASICALLY, THE DESERT AND TROPICAL REGIONS ARE THIRD WORLD COUNTRIES.)

5. IDENTIFY INDUSTRIAL COUNTRIES. LIST SIMILARITIES IN REGIONAL CHARACTERISTICS, ECONOMICS AND CULTURE. (BASICALLY, THE TEMPERATE REGION CONTAINS THE INDUSTRIAL COUNTRIES.)

6. BEGIN A MAP STUDY UNIT USING EACH CHILD'S CHOSEN COUNTRY AS A WAY TO TEACH DIRECTION, LATITUDE, LONGITUDE, ETC. USE THE UNITED NATIONS ASSOCIATION FLAG KIT TO IDENTIFY STUDIED COUNTRIES.

7. BRING IN GUEST SPEAKERS WHO HAVE LIVED IN THE STUDENTS' CHOSEN COUNTRIES TO TALK ABOUT LIFE THERE. USE THE "CONTACT" RESOURCE, PARENTS AND FRIENDS, OR NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS (206-543-0735).

8. USE UNICEF COUNTRY PACKETS AND SLIDES TO PROVIDE MORE DATA FOR INDIVIDUAL OR GROUP STUDY.

9. ASK THE CHILDREN TO BRING IN ARTIFACTS, CRAFTS, ETC. THAT THEY HAVE AT HOME FROM OTHER COUNTRIES IN THE WORLD. USE THE ITEMS FOR DISCUSSION AND SET UP A DISPLAY TABLE.

10. WRITE UNICEF FOR PENPAL KIT AND SET UP PENPALS AS AN ENRICHMENT ACTIVITY OR WORK TOWARD "PAIRING" WITH A SCHOOL. SOME PROGRAMS EXCHANGE ARTWORK, SLIDES, TAPES OF MUSIC RATHER THAN LETTERS TO SURMOUNT THE LANGUAGE BARRIER. (ADDRESSES ARE IN APPENDIX.)

11. HAVE EACH STUDENT FIND OUT WHERE HIS/HER FAMILY CAME FROM MANY YEARS AGO. STICK PINS ON A MAP TO INDICATE EACH CHILD'S ORIGIN OR USE THE UNA FLAG KIT. DISCUSS OR WRITE ABOUT CUSTOMS THAT ARE STILL PRACTICED IN THE FAMILY. IT MAY BE APPROPRIATE TO HAVE THE WHOLE CLASS PARTICIPATE IN SOME OF THEM.

12. HAVE A POTLUCK IN WHICH CHILDREN BRING A FOOD THEY HAVE PREPARED THAT IS NATIVE TO ANOTHER CULTURE. THIS IS A GOOD ACTIVITY TO INVOLVE PARENTS. SOME ENJOY COMING INTO THE CLASSROOM TO DEMONSTRATE HOW TO MAKE A DISH AND TO TELL ABOUT IT. STRIVE FOR A GOOD REPRESENTATION OF SEVERAL COUNTRIES. A RECIPE BOOK, A LOGICAL OUTGROWTH OF THIS ACTIVITY, GIVES STUDENTS PRACTICE IN SEVERAL SKILL AREAS.

13. USE FOLKSONGS AND DANCES DURING MUSIC PERIOD AND P.E. TO SHARE THE MUSICAL CULTURE OF OTHER COUNTRIES. RECORDS FROM UNICEF ARE ESPECIALLY GOOD. MOST MUSIC BOOKS HAVE AN INTERNATIONAL SECTION IN THEM.

14. BEGIN A GLOBAL STUDY FOCUSING ON A CONCEPT SUCH AS CLEAN WATER, POPULATION, NATURAL RESOURCES, EDUCATION, TECHNOLOGY, ETC.-ALL PROBLEMS THAT ARE VITAL TO ALL REGIONS OF THE WORLD-BY RELATING IT LOCALLY. FOR EXAMPLE, TO BEGIN A STUDY ON CLEAN WATER AND THE WORLD, HAVE THE CHILDREN KEEP A RECORD OF HOW MANY TIMES THEY USE WATER IN A 24 HOUR PERIOD. FROM THAT USE UNICEF CLEAN WATER PACKETS TO GIVE GLOBAL PERSPECTIVE OR INVESTIGATE WATER RESOURCES AND PROBLEMS LOCALLY.

15. SCALE DOWN THE GLOBAL VISION TO A MULTI-CULTURAL FOCUS. THE SAME DATA CHARTS CAN BE UTILIZED TO PROVIDE A BASELINE OF INFORMATION. CENTER ON THE MULTI-ETHNIC BACKGROUNDS OF THE STUDENTS IN YOUR ROOM OR FEATURE ONE ETHNIC GROUP SUCH AS NORTHWEST INDIANS. ART IS AN OFTEN OVER-LOOKED REFERENCE MATERIAL. USING ETHNIC ART, PARTICULARLY IN COPYING AND REPRODUCING SUCH ART, CHILDREN CAN BE STIMULATED INTO THINKING ABOUT THE PEOPLE, PLACES AND TIMES.

16. BREAK CHILDREN INTO 12 GROUPS. ASSIGN EACH GROUP ONE MONTH OF THE YEAR. GIVE EACH GROUP A LARGE SHEET OF TAG BOARD AND THE INFORMATION TO MAKE AN ETHNIC CALENDAR. (INFORMATION IS AVAILABLE IN THE APPENDIX.) ENCOURAGE ATTRACTIVE DISPLAYS. HANG IN THE CLASSROOM AS THE "OFFICIAL" CLASSROOM CALENDAR.

17. USE "ISLANDS" AS A TOPIC OF STUDY. HAVE EACH STUDENT RESEARCH A DIFFERENT ISLAND. MAKE MODELS OF ATOLLS AND VOLCANIC AND CORAL ISLANDS WITH FRINGING AND BARRIER REEFS. PLAN ACTIVITIES SO THAT STUDENTS EXPERIENCE THE MICROCOSM OF ISLAND LIFE. SOME CONCEPTS THAT MIGHT BE EXPLORED WOULD BE THE EXTENDED FAMILY, LIMITED LAND, NATURAL RESOURCES,

LAW OF THE SEA, MARINE ECOLOGY, COPING WITH CHANGE AND CONFLICT RESOLUTION.

18. DEVELOP GLOBAL ATTITUDES BY STRUCTURING LESSONS WHICH FOSTER COOPERATION, CARING, SHARING AND SENSITIVITY. AN EXAMPLE IS TO USE SUBJECTS WHERE STUDENTS USUALLY OPERATE INDEPENDENTLY, SUCH AS MATH, MAKING ONE ASSIGNMENT PER WEEK DEPENDENT ON THE COOPERATIVE PARTICIPATION OF TWO OR MORE STUDENTS.

19. STUDENTS CAN DEVELOP A SENSITIVITY TO IMMIGRANTS AND THE PROBLEMS OF IMMIGRATION BY READING ACCOUNTS OF WHAT IT WAS LIKE TO COME TO AMERICA. FOLLOWING THAT INTRODUCTION, HAVE STUDENTS WRITE A SCENE ABOUT BEING A PERSON IMMIGRATING TO ANOTHER COUNTRY. THE SCENE SHOULD HAVE NO MORE THAN THREE CHARACTERS AND NOT BE LONGER THAN THREE MINUTES. TO ENCOURAGE CAREFUL WRITING, AFTER TEACHING HOW TO WRITE THE DIALOG FOR A PLAY, TELL THE STUDENTS THEIR PLAY WILL BE ACTED OUT BY OTHER CLASS MEMBERS BUT THEY MAY NOT DIRECT. THEY ARE THE AUTHOR AND MUST COMMUNICATE SOLELY THROUGH THEIR WRITING. XEROX THE SCRIPTS, GIVE THE ACTORS A PERIOD TO PRACTICE AND ENJOY THE SHOW.

20. CONTACT THE LOCAL CHAMBER OF COMMERCE, INTERNATIONAL TRADE ADMINISTRATION (206-442-5615), U. S. DEPT. OF COMMERCE, DATA INFORMATION (206-442-7080), WN. STATE DEPT. OF COMMERCE AND DEVELOPMENT, INTERNATIONAL TRADE DIVISION (206-464-7076), PORT OF SEATTLE, MARKETING DEPARTMENT (206-382-3265) FOR INFORMATION REGARDING WASHINGTON STATE'S INVOLVEMENT IN INTERNATIONAL TRADE. HAVE THE CHILDREN MAKE THE PHONE CALLS BUT PRACTICE FIRST IN THE CLASSROOM WITH A LIST OF QUESTIONS OR PREPARED STATEMENTS. USE THE DATA RECEIVED TO MAKE GRAPHS AND CHARTS, UTILIZING MATH AND READING SKILLS.

21. TO PRACTICE COMMUNICATION SKILLS, ASSIGN CHILDREN TO GROUPS OF THREE. ASK EACH CHILD TO BRING IN A NEWS ITEM OF GLOBAL INTEREST. ONE CHILD SHOULD READ THE ITEM AND THEN MAKE A STATEMENT ABOUT THAT EVENT. THE SECOND CHILD SHOULD PARAPHRASE THE STATEMENT. THE THIRD CHILD SHOULD ACT AS AN OBSERVER AND COMMENT TO THE OTHERS IF, IN HIS/HER OPINION, A SUCCESSFUL PARAPHRASE WAS MADE. THIS WILL TAKE SEVERAL TIMES OF MODELING IN FRONT OF THE WHOLE CLASS BEFORE THE CHILDREN WILL BE READY TO GO ON THEIR OWN. AFTER PARAPHRASING IS MASTERED, TRY PERCEPTION CHECKING.

22. TUNE STUDENT'S EARS TO LANGUAGES OTHER THAN THEIR OWN. INVITE STUDENTS WITHIN THE CLASS WHO SPEAK A LANGUAGE OTHER THAN ENGLISH TO TEACH POLITE WORDS AND SALUTATIONS. WRITE EACH NEW WORD ON A CHART THAT IS DISPLAYED IN THE ROOM. USE THE WORDS IN THE CLASSROOM FOR AT LEAST A WEEK IN PLACE OF THEIR ENGLISH TRANSLATION TO FOSTER A FEELING OF FAMILARITY RATHER THAN "FOREIGN." SOME STUDENTS MAY WANT TO TAPE LANGUAGES OF NEIGHBORS AND FRIENDS AND BRING THEM IN. BETTER STILL, CANVAS OTHER CLASSROOMS FOR SPEAKERS OF OTHER LANGUAGES WHO WILL COME INTO YOUR CLASS AND SHARE. IT MAY BE UNREALISTIC TO MAKE ALL STUDENTS BI-LINGUAL BUT WE CAN ATTEMPT TO MAKE ALL STUDENTS "BI-PHRASAL"!

23. TO PROMPT A STUDY OF INTERDEPENDENCE, HAVE EACH CHILD CHOOSE A PRODUCT AND TRY TO TRACE WHERE ALL THE INGREDIENTS COME FROM, WHERE IT IS MANUFACTURED AND WHO IS THE EVENTUAL CONSUMER. AN ALTERNATIVE IS TO HAVE STUDENTS SURVEY THEIR OWN HOMES, LISTING EVERYTHING WHICH IS MADE IN ANOTHER COUNTRY. THE RESULTS OF THE SURVEY WILL PROVIDE GOOD MATERIAL TO GRAPH. THE UNICEF POSTER, "THE WORLD IN A CHOCOLATE BAR" CAN ASSIST THE TEACHER IN PLANNING A UNIT ON INTERDEPENDENCE.

## REFERENCES AND RESOURCES


ALGER, CHADWICK F. AND DAVID G. HOOVER, YOU AND YOUR COMMUNITY IN THE WORLD, FIELD TEST EDITION, CONSORTIUM FOR INTERNATIONAL STUDIES EDUCATION, LEARNING PACKAGES IN INTERNATIONAL STUDIES, OHIO STATE UNIVERSITY, 1978.

CONTACT:ETHNIC HERITAGE DIRECTORY, ETHNIC HERIAGE COUNCIL OF PACIFIC NORTHWEST AND THE SEATTLE PUBLIC LIBRARY ETHNIC HERITAGE DIRECTORY STAFF, SEATTLE PUBLIC LIBRARY, 1981.

EAST ASIA RESOURCE CENTER, 302 THOMSON HALL, DR-05, UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON 98195

INFORMATION CENTER ON CHILDRENS' CULTURES, US COMMITTEE FOR UNICEF, 331 E. 38TH STREET, NEW YORK, N.Y. 10016

KENWORTHY, LEONARD S., ED., HELPING BOYS AND GIRLS DISCOVER THE WORLD, UNITED NATIONS ASSOCIATION OF THE UNITED STATES OF AMERICA, 1978.

NEAR EAST RESOURCE CENTER, 219 DENNY HALL DH-20, UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON 98195

"REGIONS AROUND THE WORLD," MEDIA KIT, FIELD EDUCATIONAL PUBLICATIONS, INC., PALO ALTO, CALIFORNIA, 1971.

RUSSIA AND EAST EUROPEAN AREA CENTER, 504 THOMSON HALL DR-05, UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON 98195

SOUTH ASIA RESOURCE CENTER, 303 THOMSON HALL DR-05, UNIVERSITY OF WASHINGTON, SEATTLE, WASHINGTON 98195

UNICEF COMMITTEE OF GREATER SEATTLE, 2217 4TH AVENUE, SEATTLE, WASHINGTON 98121

UNITED NATIONS, NEW YORK, 10017

UNITED NATIONS ASSOCIATION, 1314 NE 43RD, SEATTLE, WASHINGTON 98105

WASHINGTON COUNCIL ON INTERNATIONAL TRADE, SUITE 420, FOURTH AND VINE BUILDING, SEATTLE, WASHINGTON 98121

"THE WORLD BOOK ENCYCLOPEDIA," WORLD BOOK-CHILDCRAFT INTERNATIONAL, INC., CHICAGO, 1978.

# APPENDIX

## REGION LOCATION

THE DIVISION OF THE WORLD INTO REGIONS (PLACES WHICH SHARE SIMILAR CLIMATE, LANDFORMS AND/OR VEGETATION) IS NEITHER A NEW CONCEPT NOR AN EXACT SCIENCE. FOR INTERMEDIATE GRADE STUDENTS, FOUR MAJOR WORLD REGIONS: POLAR, TEMPERATE, TROPICAL AND DESERT, IS ADEQUATE.

SOME ACADEMICS SUGGEST AS MANY AS NINE REGIONS. FOR EXAMPLE, THE FIELD SOCIAL STUDIES PROGRAM LISTS POLAR, DESERT, TROPICAL RAIN FOREST, MOUNTAINS, NORTHERN FOREST, GRASSLAND, MEDITERRANEAN CLIMATE, MIDDLE LATITUDE FOREST AND ISLANDS. THE CLASSROOM TEACHER SHOULD FEEL FREE TO EXPAND THE NUMBER OF REGIONS AS BEST FITS HIS/HER NEEDS.

THE ACCOMPANYING LISTS OF COUNTRIES WITHIN A CERTAIN REGION ARE ARBITRARY. COUNTRIES THAT WERE NOT CLEARLY IDENTIFIABLE WITH A PARTICULAR REGION HAVE BEEN OMITTED.

## POLAR REGION

SCIENTISTS HAVE PLACED BOUNDARIES OF THE POLAR REGION AT DIFFERENT PLACES. FOR THE PURPOSE OF THIS UNIT, THE POLAR REGION WILL INCLUDE THE ARCTIC AND SUBARCTIC AREAS OF THE WORLD. THE BOUNDARY CAN BE TRACED THROUGH ALL THE NORTHERN LOCATRIONS WITH AN AVERAGE SUMMER TEMPERATURE OF 50 DEGREES F. THIS IS KNOWN AS THE 50 DEGREE SUMMER ISOTHERM. IT CORRELATES CLOSELY TO THE TREE LINE: THAT LINE ABOVE WHICH TREES DO NOT GROW AND WHICH MARKS A SIGNIFICANT GEOGRAPHIC BOUNDARY AS MANY ANIMALS AND BIRDS CANNOT SURVIVE NORTH OF IT.

## TEMPERATE REGION

THE TEMPERATE REGION CONTAINS THOSE COUNTRIES WHICH LIE BETWEEN THE TROPICAL AND THE POLAR REGIONS. THE COUNTRIES SHARE CLIMATES WHICH VARY WITH THE SEASON, HAVE MOUNTAINS, GRASSLANDS AND FORESTS, AS WELL AS VARYING AMOUNTS OF DAYLIGHT AS SEASONS CHANGE.

## DESERT REGION

THE DESERT REGION CONSISTS OF THOSE COUNTRIES WHOSE MAJOR LAND MASS HAS LITTLE WATER AND VEGETATION. NEARLY 1/5 OF THE WORLD'S LAND SURFACE IS DESERT; THE LARGEST OF THESE CROSS THE AFRICAN AND ASIAN CONTINENTS. DESERTS MAY BE FLAT, FILLED WITH BARE SAND OR MOUNTAINOUS AND ROCKY. MUCH OF THE SOUTHWEST UNITED STATES IS PART OF THE DESERT REGION. EUROPE IS THE ONLY CONTINENT THAT DOES NOT HAVE DESERT.

## TROPICAL REGION

MOST COUNTRIES FOUND IN THIS REGION ARE LOCATED BETWEEN THE TROPIC OF CANCER AND THE TROPIC OF CAPRICORN, CLUSTERING AROUND THE EQUATOR. (FOR THE PURPOSE OF THIS UNIT, MOST ISLANDS ARE INCLUDED IN THIS CATAGORY. A TEACHER COULD CHOOSE TO HAVE ISLANDS BE A SEPARATE REGION.) THE TROPICAL REGION IS CHARACTERIZED BY YEAR-AROUND WARMTH AND BOUNTIFUL RAINFALL. THE TEMPERATURE DOES NOT VARY A GREAT DEAL AND THE SUN SHINES ABOUT 12 HOURS EVERY DAY OF THE YEAR.

FROM <u>WORLD BOOK</u> ENCYCLOPEDIA, 1978.

## COUNTRIES BY REGION

### POLAR REGION

GREENLAND
ICELAND
LAPLAND
ARCTIC
ANTARCTIC

### TEMPERATE REGION

CONTINENTAL U.S.(EXCEPT FOR SOUTHWEST)
CANADA
MONACO
SPAIN
PORTUGAL
SWITZERLAND
FRANCE
AUSTRIA
BELGIUM
GREAT BRITAIN
IRELAND
WEST GERMANY
EAST GERMANY
ITALY
ALBANIA
GREECE
BULGARIA
ROMANIA
YUGOSLAVIA
HUNGARY
CZECHOSLOVAKIA
POLAND
DENMARK
NETHERLANDS
SWEDEN
RUSSIA
CHINA
MONGOLIA
SIKKIM
SYRIA
TUNISIA
NORTH KOREA
SOUTH KOREA
JAPAN

### DESERT REGION

SPANISH SAHARA
MAURITANIA
ALGERIA
LIBYA
EGYPT
SAUDI ARABIA
SOMALIA
IRAN
MUSCAT & OMAN
SOUTH WEST AFRICA
AFGHANISTAN
S. AUSTRALIA

### TROPICAL REGION

CENTRAL AFRICAN REPUBLIC
SENEGAL
GUINEA
SIERRA LEONE
LIBERIA
IVORY COAST
UPPER VOLTA
DAHOMEY
TOGO
GHANA
NIGERIA
RHODESIA
MOZAMBIQUE
BOTSWANA
ETHIOPIA
CAMEROON
GABON
CONGO
UGANDA
KENYA
ANGOLA
TANZANIA
ZAMBIA
MALAWI
GUATEMALA
EL SALVADOR
BRITISH HONDURAS
NICARAGUA
COSTA RICA
PANAMA
VENEZUELA
COLOMBIA
GUYANA
SURINAM
FRENCH GUIANA
ECUADOR
PERU
BRAZIL
BOLIVIA
INDIA
BURMA
NORTH VIETNAM
LAOS
THAILAND
CAMBODIA
SOUTH VIETNAM
TAIWAN
CEYLON
MALDIVE ISLANDS
SEYCHELLE ISLANDS
MALAGASY REPUBLIC
MALAYSIA
SINGAPORE
INDONESIA
PHILLIPINES
GUAM
FEDERATED STATES OF MICRONESIA
MARSHALL ISLANDS
COMMONWEALTH OF THE NORTHERN MARIANAS
BELAU (PALAU)
NAURU
SOLOMON ISLANDS
VANUATU (NEW HEBRIDES)
NEW CALEDONIA
FIJI
TUVALU
KIRIBATI
WESTERN SAMOA
AMERICAN SAMOA
WALLIS & FORTUNA
TONGA
NIUE
COOK ISLANDS
TOKELAU
FRENCH POLYNESIA
TRINIDAD
GALAPAGOS
TOBAGO
CUBA
HAITI
DOMINICAN REPUBLIC
PUERTO RICO
WEST INDIES
VIRGIN ISLANDS
CAPE VERDE ISLAND

GENERAL DATA CHART

| | |
|---|---|
| LOCATION | PHYSICAL FEATURES |
| POPULATION | CLIMATE |
| NATURAL RESOURCES | CAPITAL |
| FORM OF GOVERNMENT | FLAG (DRAW IT) |

CULTURAL DATE CHART

| | |
|---|---|
| LANGUAGES | STYLES OF DRESS |
| HOLIDAYS | RELIGION |
| EDUCATION | FOOD |
| MUSIC/ARTS | TRADITIONS & CUSTOMS |

ECONOMIC DATA CHART

| | |
|---|---|
| CHIEF PRODUCTS | MONEY |
| VILLAGE LIFE | CITY LIFE |
| INTERDEPENDENCE (IMPORTS/EXPORTS) | TECHNOLOGY (TOOLS USED) |
| TRANSPORTATION | COMMUNICATION NAME |

## WRITING A PARAGRAPH

1. STATE THE MAIN IDEA IN A SENTENCE.

SUGGESTIONS FOR TOPIC SENTENCES:

THE CULTURE OF_____IS INTERESTING AND VARIED.

THE PEOPLE OF_____LIVE MUCH DIFFERENTLY THAN WE DO.

THE CULTURE OF THE PEOPLE OF_____IS SHAPED BY THEIR ENVIRONMENT.

EDUCATION, MUSIC AND FOOD PLAY AN IMPORTANT PART IN THE CULTURE OF_____.

2. EVERY SENTENCE SHOULD SUPPORT THE MAIN IDEA.

ENCOURAGE THE CHILDREN TO ASK ABOUT EVERY SENTENCE, "WHAT DOES THIS HAVE TO DO WITH MY TOPIC SENTENCE?"

3. ADD DETAILS TO MAKE MORE INTERESTING.

IF THE CHILDREN CAN ADD TWO DETAILS FOR EVERY DATA STATEMENT, THE RESULTS TEND TO BE VERY GOOD.

REMEMBER THAT FACTS OR EXAMPLES, INCIDENTS OR ANECDOTES, REASONS OR EXPLANATIONS CAN BE USED TO DEVELOP A TOPIC.

4. USE TRANSITION WORDS.

MAKE A CHART FOR CHILDREN TO USE: THEREFORE, HOWEVER, ON THE OTHER HAND, FOR EXAMPLE, AT THE SAME TIME, MEANWHILE, AFTERWARD, THEN, IN THE FIRST PLACE, SECONDLY, MOREOVER, FINALLY, UNLESS, THAT IS, ANOTHER, AT THE SAME TIME, BUT, AND, OR, FURTHERMORE, IN ADDITION, IN FACT, IN THE SAME WAY, NEVERTHELESS, NEXT, MEANTIME, TOO, ALSO, FIRST, SECOND, THIRD, ETC.

5. RESTATE THE MAIN IDEA AS A CONCLUSION.

## HOW TO CREATE CREATURES

1. USE A WALNUT OR ANOTHER OBJECT THAT THE CHILDREN CAN MANIPULATE. EMPTY THREAD SPOOLS, EGGS WITH THE INSIDE BLOWN OUT, SMALL PLAIN PAPER CUPS LIKE THE ONES USED IN DR. OFFICES ARE SOME ALTERNATIVES.

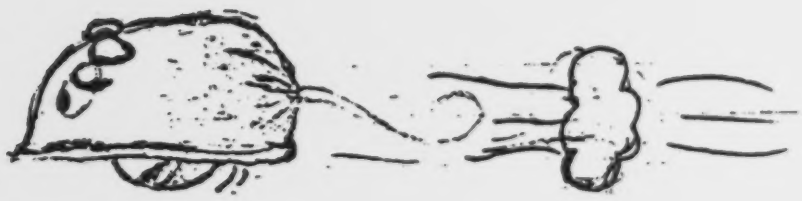
2. IF USING WALNUTS, CRACK IN HALF, TRYING FOR TWO PERFECT HALVES. CLEAN OUT INSIDE. ENJOY THE MEAT!

3. PAINT THE OUTSIDE OF THE SHELL WITH TEMPERA PAINT. LET THOROUGHLY DRY.

4. DECORATE WITH PAINTED DETAILS, BITS OF YARN, FELT, ETC.

5. MAY "POWER" BY PUTTING A MARBLE INSIDE THE SHELL.

6. GIVE A NAME, INVENT A LIFE, LOVE YOUR CREATURE!



# PARAPHRASING*

DEFINITION OF PARAPHRASING: STATING ANOTHER'S IDEA IN YOUR OWN WORDS OR GIVING AN EXAMPLE THAT SHOWS WHAT YOU THINK HE/SHE WAS TALKING ABOUT. A GOOD PARAPHRASE IS USUALLY MORE SPECIFIC THAN THE ORIGINAL STATEMENT.

STATEMENT: ALL THOSE COUNTRIES ARE ALIKE. THEY ALL HAVE THE SAME PROBLEMS AND NEVER DO ANYTHING ABOUT THEM.

PARAPHRASE: I HEAR YOU SAYING THAT ALL THESE COUNTRIES ARE EXACTLY THE SAME. IS THAT WHAT YOU MEAN?

STATEMENT: IT'S A WASTE OF TIME TO STUDY THIS. I DON'T KNOW WHY WATER IS SUCH A BIG DEAL. GOSH, IT RAINS HERE ALL THE TIME.

PARAPHRASE: YOU THINK BECAUSE WE HAVE LOTS OF WATER WE DON'T NEED TO STUDY IT?

STATEMENT: I THINK JOE IS MEAN AND RUDE.

PARAPHRASE: YOU MEAN JOE IS BEING UNCOOPERATIVE AND WON'T TAKE ANY OF YOUR SUGGESTIONS?

A STUDENT CAN GET THE OTHER PERSON TO CLARIFY BY ASKING, "WHAT DO YOU MEAN?" OR BY SAYING, "I DON'T UNDERSTAND." HOWEVER, WHEN PARAPHRASING, THE SPEAKER IS SHOWING WHAT HIS/HER PRESENT UNDERSTANDING IS. THUS, THE OTHER PERSON CAN ADDRESS HIS/HER CLARIFICATION TO THE SPECIFIC MISUNDERSTANDING WHICH HAS BEEN REVEALED.

BEFORE A STUDENT AGREES OR DISAGREES WITH A REMARK, THAT STUDENT SHOULD MAKE SURE HE/SHE UNDERSTANDS IT. PARAPHRASE IS ONE WAY OF TESTING IF THE REMARK BEING RESPONDED TO IS REALLY THE MESSAGE BEING SENT.

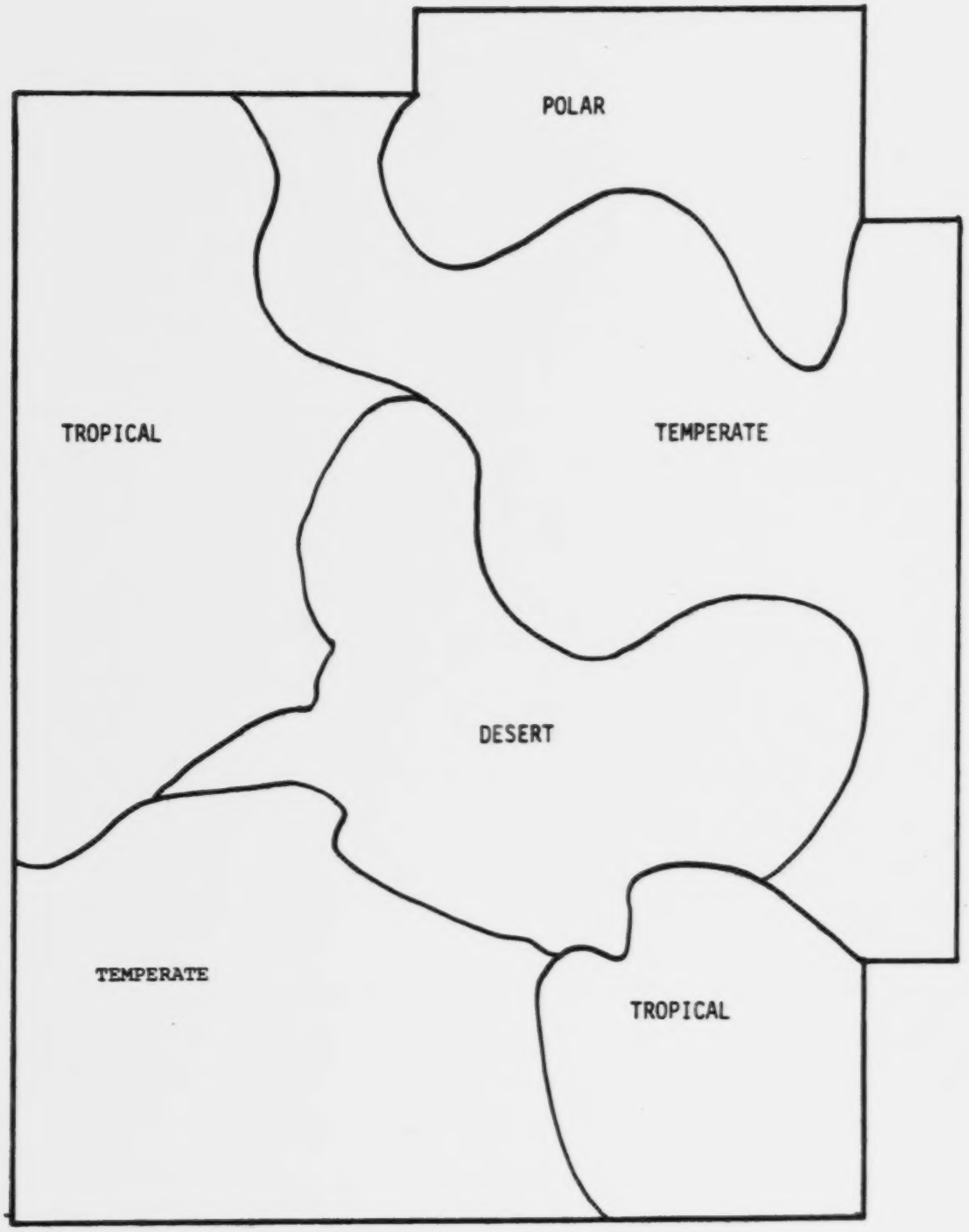
*FROM A MIMEO PAPER WRITTEN BY JOHN L. WALLEN OF PORTLAND, OREGON IN 1965.

FACSIMILE OF COMPLETED GROUP CHART

NUTLAND

| | |
|---|---|
| LANGUAGE: | ENGLISH |
| EDUCATION: | 14 YEARS, EVERY OTHER DAY |
| FOOD: | VEGETABLES, MOST UNPOPULAR<br>HAS THE BEST SOIL FOR GROWING PIZZA |
| NATURAL RESOURCES: | OIL, SHALE, SUN |
| POPULATION: | 21 NUTS |
| REGION: | DESERT |
| FORM OF GOVERNMENT: | 1 NUT, 1 VOTE |
| HOLIDAYS: | THANKSNUTTING, WALNUT THE 5TH |
| INTERDEPENDENCE: | EXPORTS: OIL, SUNTANS<br>IMPORTS: COCA-COLA, CLOTH |
| TECHNOLOGY: | COMPUTERS, OIL RIGS |
| CLIMATE: | SUNNY ALL THE TIME, COOL NIGHTS |
| NATIONAL ANTHEM: | "SOMETIMES YOU FEEL<br>LIKE A NUT, SOMETIMES YOU DON'T" |

FACSIMILE OF WORLD LAYOUT



## CONSULATES & OTHER FOREIGN GOVERNMENT REPRESENTATIVES IN THE SEATTLE AREA

Consular representatives located in the Seattle area generally perform the following functions for persons in the Pacific Northwest states;

1. Assists and protects the nationals of the country he/she represents.

2. Administers oaths, legalizes foreign documents as required by represented country's laws, issue passports, visas and certificates.

3. Explains represented country's policies and achievements in fields such as culture and attractions for tourism.

4. Promotes represented country's trade within the area.

5. Protects represented country's shipping interest; legalize ship's papers and assist native seamen in distress and adjudicate on some shipping matters.

### FOREIGN COUNTRIES WITH REPRESENTATIVES IN SEATTLE

Austrian Consulate-General
4030 Seattle First National Bank Building
1001 Fourth Avenue
Seattle, Washington 98154
624-3450

Belgian Consulate
P.O. Box 720
1415 Fifth Avenue (18th Floor, People's National Bank Building)
Seattle, Washington 98111

Consulate of the Republic of Bolivia
13933 S.E. 60th Street
Bellevue, Washington 98006
641-9865

British Consulate
1201 Norton Building
801 Second Avenue
Seattle, Washington 98104

Canadian Consulate-General
412 Plaza 600
Sixth & Stewart
Seattle, Washington 98101
447-3804

Consulate of Chile
719-720 Joshua Green Building
1425 Fourth Avenue
Seattle, Washington 98101
623-1675

China (Republic of Taiwan)
Coordination Council For North American Affairs
413 Lyon Building
607 Third Avenue
Seattle, Washington 98104
682-4586 or 682-4967

Vice Consulate of Costa Rica
1822 No. 46th Street
Seattle,Washington 98103
632-3373

Royal Danish Consulate
1815 7th Avenue
Seattle, Washington 98101
447-7220

Consulate-General of the Dominican Republic
P.O. Box 1238
Seattle, Washington 98111
622-2195

Consulate of Ecuador
322 Boylston Avenue East
Seattle, Washington 98102
324-4151

Consulate of Finland
515 Union Street
Seattle, Washington 98101
682-1955

Consulate of France
707 East Harrison Street
Seattle, WAshington 98102
323-6870

Consulate General of the Federal Republic of Germany
1617 IBM Building
1200 Fifth Avenue
Seattle, Washington 98101
682-4312

Consulado de Guatemala
Suite 100 Olympic National Building
920 Second Avenue
Seattle, WAshington 98104
624-5920

Consulate of Honduras
2307 Seattle Tower Building
1218 Third Avenue
Seattle, Washington 98101

Consulate of Iceland
5610 20th Aveune N.W.
Seattle, Washington 98107

Consulate of India
5th Floor, 3rd & Lenora Building
Seattle, Washington 98121
624-6831

Consulate of the Republic of Italy
821 Exchange Building
Seattle, Washington 98104
623-4656

Consulate-General of Japan
3110 Rainier Bank Tower
1301 5th Avenue
Seattle, Washington 98101
682-9107

Consulate-General of the Republic of Korea
1125 United Airlines Building
2033 6th Avenue
Seattle, Washington 98121
682-0132/0133

Consulado de Mexico
Joseph Vance Building, Suite 720
1402 3rd Avenue
Seattle, Washington 98101

Consulate of the Netherlands
10 Wall Street
Seattle, Washington 98121
623-5300

Royal Norwegian Consulate
806 Joseph Vance Building
Seattle, Washington 98101

Consulate of Paraguay
P.O. Box 696
Edmonds, Washington 98020
778-6534

Consulate of Peru
18511 58th Avenue N.E.
Seattle, Washington 98155
485-2619

Philippine Consulate-General
422 430 Central Building
810 Third Avenue
Seattle, Washington 98104

Royal Consulate of Sweden
1020 Joseph Vance Building
Third Avenue & Union Street
Seattle, Washington 98101
622-5640

Consulate of Switzerland
P.O. Box 81003
Seattle, Washington 98108
762-1223

EXCERPTED FROM CONTACT: ETHNIC HERITAGE DIRECTORY

## PENPALS AND PAIRING ADDRESS LIST

PENPALS

INFORMATION CENTER ON CHILDRENS' CULTURES
U. S. COMMITTEE FOR UNICEF
331 E. 38TH STREET
NEW YORK, NEW YORK 10016

AFRO-ASIAN CENTER
C.P.O. BOX 871
KINGSTON, N.Y. 12401**
"PRIMARILY INTERESTED IN SECONDARY SCHOOL STUDENTS BUT HANDLES SOME ELEMENTARY SCHOOL WORK. SEVENTY CENTS FOR EACH NAME. NAMES ONLY FOR VARIOUS PARTS OF AFRICA AND ASIA."

CARAVAN OF EAST AND WEST, INC.
132 EAST 65TH STREET
NEW YORK, N.Y. 10021**
"AGE GROUPS: 6-15, 15-20, AND ADULTS. AROUND FIFTY NATIONS. COST-$1.00, WHICH INCLUDES SUBSCRIPTION TO THE PEN FRIENDS GUIDE MAGAZINE."

INTERNATIONAL FRIENDSHIP LEAGUE
40 MT. VERNON STREET, BEACON HILL
BOSTON, MASSACHUSETTS 02108**
"AGES 7-70. 139 COUNTRIES. COST-$3.00 UP TO AGE 20."

STUDENT LETTER EXCHANGE
WASECA, MINNESOTA 56093**
"AGES 11 TO 18. ABOUT 40 COUNTRIES. COST-65 CENTS PER NAME."

WORLD PEN PALS
1690 COMO AVENUE
ST. PAUL, MINNESOTA 55108**
"FOR STUDENTS 12 YEARS OF AGE AND UP. $1.00 PER NAME; 75 CENTS EACH FOR SIX OR MORE NAMES."

PAIRING

INTERNATIONAL SCHOOL-TO-SCHOOL EXPERIENCE
826 CARPENTER LANES
PHILADELPHIA, PA. 19119**

PEACE CORPS SCHOOL PARTNERSHIP PROGRAM
806 CONNECTICUT AVENUE, N.W.
WASHINGTON, D.C. 20525**

PEOPLE TO PEOPLE:CLASSROOM AND SCHOOL EXCHANGE PROGRAM
2401 GRAND AVENUE
KANSAS CITY, MO. 63008**

SISTER CITIES
1612 K STREET N.W.
WASHINGTON, D.C. 20006**

**<u>HELPING BOYS AND GIRLS DISCOVER THE WORLD</u>, LEONARD S. KENWORTHY, ED., UNITED NATIONS ASSOCIATION OF THE UNITED STATES OF AMERICA, 1978, PP. 54 AND 56.

EXCERPTED FROM CONTACT: ETHNIC HERITAGE DIRECTORY

## ETHNIC CALENDAR

---

### JANUARY

| | | |
|---|---|---|
| | Hatsugama | JAPANESE |
| | Loppiainen | FINNISH |
| 1 | New Year's Day | AMERICAN/CHRISTIAN |
| 1 | Independence Day | HAITIAN |
| 6 | Epiphany(Gregorian) | CHRISTIAN |
| 6 | Foreign Armies Evacuation Day(1946) | LEBANESE |
| 7 | Christmas Day(Julian) | ORTHODOX(CHRISTIAN) |
| 11 | DeHostos Birthday | PUERTO RICAN |
| 13 | Epiphany | RUSSIAN |
| 14 | New Year's Day(Julian) | ORTHODOX(CHRISTIAN) |
| 14 | Sts. Cyril & Methodius Day | RUSSIAN |
| 15 | Martin Luther King's Birthday | BLACK |
| 16 | Independence Day | LITHUANIAN |
| 19 | Epiphany(Julian) | ORTHODOX(CHRISTIAN) |
| 21 | Anniversary of Polish Insurrection Against Tsarist Russia (1863) | POLISH |
| 23 | Independence Day(1918) | |
| 24 | Flag Day | MEXICAN |
| 24 | Unification of Provinces(1859) | RUMANIAN |
| 25 | Robert Burns' Birthday | SCOTTISH |
| 25 | Feast of St. Tatiana | RUSSIAN |
| 26 | Republic Day(1950) | INDIAN |
| 26 | Australian Day | AUSTRALIAN |
| 27 | St. Sava Day | SERBIAN |

### FEBRUARY

| | | |
|---|---|---|
| | New Year (First Day of New Moon) | CHINESE/VIETNAMESE/ TIBETAN |
| 1 | Feast of St. Brigid | IRISH |
| 4 | St. Vartan Day(1451) | ARMENIAN |
| 6 | New Zealand Day(1804) | NEW ZEALAND |
| 10 | St. Paul's Wreck on the Island | MALTESE |
| 12 | General Thaddeus Kosciuszko Day | POLISH |
| 12 | Abraham Lincoln's Birthday | AMERICAN |
| 14 | Sts.Cyril & Methodius Day | RUSSIAN |
| 15 | Day of Revolt for Independence(1804) | SERBIAN |
| 15 | Founding of American Sokol(1865) | CZECH |
| 16 | Independence Day (1918) | LITHUANIAN |
| 16 | Washington's Birthday | AMERICAN |
| 18 | National Day(1920) | ARMENIAN |
| 21 | Malcolm X Day | BLACK |
| 24 | Declaration of Independence(1918) | ESTONIAN |
| 24 | Flag Day | MEXICAN |
| 25 | Communist Coup(1948) | SLOVAK |
| 27 | Anniversary of Wounded Knee(1890) | AMERICAN INDIAN |
| 28 | Kalevala Day | FINNISH |

## MARCH

| | | |
|---|---|---|
| | Purim (Celebrated during Feb. or Mar.) | JEWISH |
| | Multi-Cultural Dinner (date varies) | CLEVELAND HIGH SCHOOL |
| 1 | St. David's Day | WELSH |
| 1 | Commemoration of National Independent Movement | KOREAN |
| 3 | Liberation Day(1878) | BULGARIAN |
| 4 | St. Casimir's Day (Patron Saint) | LITHUANIAN |
| 9 | Taras Shevchenko Day (Poet Laureate) | UKRAINIAN |
| 14 | Independence Day(1939) | SLOVAK |
| 15 | Anniversary of the 1848 Revolution | HUNGARIAN |
| 16 | St. Urho's Day(Patron Saint) | FINNISH |
| 17 | St. Patrick's Day (Patron Saint) | IRISH |
| 19 | St. Joseph's Day | MALTESE/IRISH/ ITALIAN/CROATIAN |
| 23 | Pakistan Day(1943) | PAKISTANI |
| 24 | Day of Culture and Education | BULGARIAN |
| 25 | Independence Day(From Turks, 1821) | GREEK |
| 25 | Independence Day(From Russia, 1918) | BYELORUSSIAN |
| 25 | Katyn Massacre (1940) | POLISH |
| 28 | Rikyuiki | JAPANESE |

## APRIL

| | | |
|---|---|---|
| | Passover (8 days in April or May) | JEWISH |
| | Easter (During April or May) | CHRISTIAN |
| | Song Kvan Festival | THAI |
| | Blessing of the Fleet | NORDIC |
| 1 | Independence Day | SWISS |
| 5 | Ancestors Day | CHINESE |
| 8 | Hanamatsuri (Buddha's Birthday) | CHINESE |
| 10 | Independence Day | CROATIAN |
| 13 | Huguenot Day | FRENCH |
| 14 | Pan American Day | PAN AMERICAN |
| 15 | Buddha Day | TURKISH |
| 16 | Jim Thorpe Day | NATIVE AMERICAN |
| 17 | Verrazano Day(Navigator) | ITALIAN |
| 17 | Evacuation Day(1946) | SYRIAN |
| 23 | Sovereignity Day & Children's Day | TURKISH |
| 24 | Martyrs' Day | ARMENIAN |
| 27 | Republic Day | AUSTRIAN |
| 30 | Queen's Birthday | NETHERLANDS |

## MAY

| | | |
|---|---|---|
| | Independence Day (varies) | ISRAELI |
| 1 | Labor Day | MALTESE |
| 1 | May Day | TURKISH/ENGLISH/ AMERICAN |
| 1 | Lei Day | HAWAIIAN |
| 2 | Education Day | INDONESIAN |
| 2 | Second of May (War of Independence) | SPANISH |
| 2 | Festival of Jeanne D'Arc | FRENCH |
| 3 | Constitution Day(1791) | POLISH |
| 3 | Santa Cruz Feast Day | NATIVE AMERICAN |
| 5 | Cinco De Mayo | MEXICAN |
| 5 | Double 5th Festival | CHINESE |
| 5 | Children's Day | JAPANESE |
| 5 | Peace Celebration(End of WW II) | DUTCH |
| 6 | St. George's Day | BRITISH |
| 6 | George the Green's Day | BULGARIAN |
| 10 | Independence Day (1881) | ROMANIAN |
| 17 | Independence Day (1814) | NORWEGIAN |
| 20 | Independence Day (1902) | CUBAN |
| 21 | Combate Naval de Equique | CHILEAN |
| 25 | National Day (1810) | ARGENTINIAN |
| 25 | African Liberation Day | BLACK |
| 28 | Independence Day (1918) | ARMENIAN |
| 30 | Memorial for late Msgr. Joseph Tisco, first president of Slovak Republic | SLOVAK |
| 31 | Memorial Day | AMERICAN |

## JUNE

| | | |
|---|---|---|
| 1st Sat. - International District Festival | | |
| 3rd Sat. - Misommarfest | | NORDIC |
| 2 | Republic or Constitution Day | ITALIAN |
| 3 | Heroic death of Christo Botev | BULGARIAN |
| 5 | Constitution Day | DANISH |
| 7 | Children's Day | NORWEGIAN |
| 11 | King Kamehameha Day | HAWAIIAN |
| 12 | Independence Day(from Spain, 1898) | FILIPINO |
| 13 | St. Antonio's Day | ITALIAN |
| 14 | Flag Day | AMERICAN |
| 14 | Day of Sorrow | LATVIAN |
| 15 | St. Sahag & Mesorb's Day (1st Tuesday after the 15th) | ARMENIAN |
| 17 | Independence Day | ICELANDIC |
| 18 | Ivan Kupala's Feast | RUSSIAN |
| 23 | Victory Day | ESTONIAN |
| 23 | St. John's Eve | LATVIAN/FINNISH |
| 24 | Mid-Summer Day | FINNISH/SWEDISH NORWEGIAN |
| 28 | Vidovdan(End of Serbian Empire,1939) | SERBIAN |
| 28-29 | Poznan Revolt | POLISH |
| 30 | Federation Day | ARMENIAN |

## JULY

| | | |
|---|---|---|
| 4th of July Weekend - Marymoor Park Heritage Festival | | |
| 1 | Dominion Day | CANADIAN |
| 4 | Independence Day | AMERICAN |
| 4 | Republic Day | FILIPINO |
| 6 | Jan Hus Day | CZECH |
| 9 | Independence Day | ARGENTINIAN |
| 14 | Bastille Day | FRENCH |
| 15 | St. Swithin's Day | IRISH |
| 15 | Bon Odori (varies) | JAPANESE |
| 16 | Our Lady of Mt. Carmel Day | ITALIAN |
| 17 | Constitution Day | KOREAN |
| 20 | Independence Day | COLUMBIAN |
| 21 | National Holiday | BELGIAN |
| 27 | Barbosa's Birthday | PUERTO RICAN |
| 28 | St. Vladimir's Day (Day of Russian Culture) | RUSSIAN |
| 29 | St. Olav's Day | NORWEGIAN |

## AUGUST

| | | |
|---|---|---|
| | Chief Seattle Days | AMERICAN INDIAN |
| 1 | Warsaw Uprising Day (1944) | POLISH |
| 1 | Confederation Day | SWISS |
| 2 | Ilin Day | MACEDONIAN |
| 12 | Queen's Birthday | THAI |
| 15 | Liberation Day | KOREAN |
| 15 | Virgin of the Angels | COSTA RICAN |
| 15 | Feast of the Assumption | GREEK |
| 15 | St. Mary Day | MALTESE |
| 15 | Independence Day | INDIAN |
| 15 | Festival of the August Moon | KOREAN |
| 16 | St. Rocco Day | ITALIAN |
| 19 | Harvest Day | RUSSIAN |
| 20 | St. Stephen's Day | HUNGARIAN |
| 21 | Anniversary of Soviet Army Invasion, 1968) | SLOVAK/CZECH |

## SEPTEMBER

| | | |
|---|---|---|
| | Rosh Hashana, Yom Kipper (varies) | JEWISH |
| First Monday - | Labor Day | AMERICAN |
| Labor Day Weekend - | Bumbershoot Festival | INTERNATIONAL |
| Fourth Friday - | American Indian Day | AMERICAN INDIAN |
| 1 | Anniversary of Invasion of Poland | POLISH |
| 4 | St. Rosalie Day | ITALIAN |
| 7 | Independence Day | BRAZILIAN |
| 8 | Virgin of the Copper Beggar | CUBAN |
| 8 | National Day | LITHUANIAN |
| 8 | Independence Day | MALTESE |
| 15 | Independence Day | COSTA RICAN |
| 15 | Independence Day | NICARAGUAN |
| 15 | Independence Day | HONDURIAN |
| 16 | Independence Day (1861) | MEXICAN |
| 17 | Petkov's Birthday | BULGARIAN |
| 17 | von Steuben's Birthday | GERMAN |
| 18 | Independence Day | CHILEAN |
| 19 | St. Gennaro's Day | ITALIAN |
| 22 | Independence Day | BULGARIAN |
| 28 | St. Wenceslaus Day (First King of Bohemia) | CZECH |

## OCTOBER

| | | |
|---|---|---|
| | Succoth Harvest Festival | JEWISH |
| | Grape Harvest Festival | HUNGARIAN |
| 1 | National Day | CHINA |
| 3 | National Foundation Day | KOREA |
| 9 | Leif Ericson Day | NORWEGIAN |
| 10 | Revolution for Independence | CUBAN |
| 10 | Double 10 Day (Founding of Republic of China, 1911) | CHINA |
| 11 | Independence Day | MACEDONIAN |
| 11 | Casimir Pulaski Day | POLISH |
| 12 | Columbus Day | ITALIAN |
| 17 | Aloha Week | HAWAIIAN |
| 23 | Anniversary of the 1956 Revolution | HUNGARIAN |
| 24 | United Nations Day | INTERNATIONAL |
| 25 | Veterans' Day | AMERICAN |
| 26 | National Day | TURKISH |
| 26 | St. Demetrios Day | GREEK |
| 26 | Constitution & Republic Day | SOUTH VIETNAMESE |
| 28 | Ochi Day | GREEK |
| 28 | Day of Liberation (1918) | SLOVENIAN |
| 29 | Independence Day | TURKISH |
| 31 | All Hallow's Eve | IRISH |
| 31 | Halloween | AMERICAN |

## NOVEMBER

| | | |
|---|---|---|
| Fourth Thursday - | Thanksgiving | AMERICAN |
| 2 | All Soul's Day | MEXICAN |
| 7 | Day of Sorrow | RUSSIAN |
| 11 | Independence Day | POLISH |
| 11 | Victory Day | LEBANESE |
| 18 | Independence Day (1918) | LATVIAN |
| 22 | Independence Day (1943) | LEBANESE |
| 25 | St. Catharine's Day | FRENCH |
| 27 | Anniversary of Slutsak Uprising against Bolshevik Armies, 1920 | BYELORUSSIAN |
| 28 | Independence Day (1912) | ALBANIAN |
| 29 | Eve of St. Andrew's Day | SLAVIC CATHOLICS |
| 29 | Federation Day | YUGOSLAVIAN |
| 30 | St. Andrew's Day | SCOTTISH |

## DECEMBER

| | | |
|---|---|---|
| | Hannukah | JEWISH |
| | Julefest | NORDIC |
| | Christmas Around the World, Museum of History & Industry | INTERNATIONAL |
| 1 | Union of Transylvania with old Romanian Kingdom (1918) | ROMANIAN |
| 1 | Unity Day | YUGOSLAVIAN |
| 1 | Independence Day | PORTUGUESE |
| 6 | Independence Day | FINNISH |
| 6 | St. Nicholas Day | SLAVIC CATHOLICS |
| 6 | St. Nicholas Day | CHRISTIAN |
| 6 | St. Nicholas Day | HUNGARIAN |
| 7 | Feast of the Blessed Mother | NICARAGUAN |
| 8 | Buddha's Death | CHINA |
| 12 | Our Lady of Guadalupe | MEXICAN |
| 13 | Lucia Day (Queen of Light) | SWEDISH |
| 13 | Republic Day | MALTESE |
| 19 | St. Nicholas Day (Julian) | ORTHODOX(CHRISTIAN) |
| 24 | Christmas Eve | CHRISTIAN |
| 25 | Christmas Day | CHRISTIAN |
| 25 | Christmas Day | AMERICAN |
| 26 | Kawanzaa | BLACK |
| 28 | Anniversary of All-Byelorussian Congress | BYELORUSSIAN |

This calendar is a sample of major ethnic commemorations and holidays and is by no means complete. For a detailed study of day by day ethnic celebrations see Anniversaries and Holidays by Ruth W. Gregory (3rd ed., rev. of work by Mary Emogene Hazeltine; Chicago: American Library Assoc., 1975). It is divided into three sections: 1)Calendar of Fixed Dates; 2) Calendars of Movable Dates, including religious and festival calendars; and 3) Books related to anniversaries and holidays.

DR. FRANK B. BROUILLET
Superintendent of Public Instruction

Old Capitol Building. FG-11. Olympia. WA 98504

IPS/833/85